# 2019 Charter School Waiver Request Form

## Charter School Overview

<table>
<thead>
<tr>
<th>Charter School Name</th>
<th>Mountain View Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>45 South Moss Street, Lowell, OR 97452</td>
</tr>
<tr>
<td>Administrator Name</td>
<td>Laurie Cardwell</td>
</tr>
<tr>
<td>Contact Information</td>
<td><a href="mailto:Laurie@mtviewacademy.org">Laurie@mtviewacademy.org</a></td>
</tr>
<tr>
<td>School District</td>
<td>Lowell School District</td>
</tr>
<tr>
<td>Year School Opened</td>
<td>2014</td>
</tr>
<tr>
<td>Current Charter Contract Dates (Start and End Date)</td>
<td>2017 - 2022</td>
</tr>
</tbody>
</table>

**Brief description of your charter school’s educational model (max 500 characters):**

Our charter was built on a foundation of character education. Our program limits class size to 16 students and encourages family involvement by encouraging regular volunteering. Our high expectations for student character, based on our character education program, creates an environment that reduces bullying and harassment as well as serious behavior infractions. Our program has successfully transitioned students from Jasper Mountain Center (a live-in facility for severely abused, often wards of the State) creating a pathway out of the facility, into mainstream education and on into high school. Several of these students have successfully completed our program and moved on to high school where they are currently succeeding.

## Waiver Request Summary

- **What statute would you like the State Board to waive?**
  - 338.125

- **Please summarize the waiver request (max 500 characters):**
  - We are requesting that we be allowed to give enrollment priority to families of MVA /staff and founders including: children/grandchildren as defined by our Board of Directors.

## Waiver Request Detail

1. **Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**

   The ethnic/racial and underserved students within our program are predominantly those from low socio-economic families and/or foster children. We have a few students from a variety of ethnicities, but our main underserved group is low income families. We have also worked to transition students from Jasper Mountain Center into mainstream education. In the past, several of our staff members and Founders have fostered children from Jasper Mountain Center and these kids have attended our program. In our early years, it was much easier for staff children to enroll in our program, as our low numbers allowed for this. It is now more difficult as we have waiting lists for each grade level. If our staff/Founders receive this preference, this group of underserved students would receive a tremendous benefit, but additionally, our staff would be free to focus their attention on Mountain View Academy instead of trying to balance their lives between 2 schools.
2. **Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**

This decision does not ignore or worsen existing disparities. On the contrary, if our staff is allowed to have this preference, it will allow us to retain our amazing staff, which will result in a better education for everyone who attends our program.

3. **How does the investment or resource allocation advance the 40/40/20 goal?**

This would help to advance the goal of 40/40/20 by allowing transitioning students, from Jasper Mt. Center who are fostered by staff/Founders, to have preference in a strong program that would support their needs. Coming from a structured, live-in facility, these students can often have unsuccessful assimilation into mainstream education as it offers more freedom than many of these kids can handle. Our high expectations and structure forms the perfect partnership to support these kids.

Again, the retention of staff, by allowing their child to have preference would enrich this program tremendously.

4. **What are the barriers to more equitable outcomes? (E.g. mandated, political, emotional, financial, programmatic or managerial)**

I do not see that this waiver would create a barrier to more equitable outcomes. Many of our staff and founders are a part of the low-income group. The addition of their family members to MVA would add to our underserved population.

5. **How have you intentionally involved stakeholders who are also members of the communities affected by the waiver request? How do you present your information in questions (1), (2) and (3) to these stakeholders?**

We have stakeholders who have expressed the desire to make sure that the kids within our families have the ability to attend with their parents. Jasper Mountain staff have been delighted to have a structured place for these kids to be transitioned.

We work closely with Jasper Mountain, and the foster families to create a plan that will support each student’s academic and social emotional needs.

As a school, we have defined children as biological, foster, step as well as adopted. Some of our Staff/Founders also have grandchildren and will find themselves in a similar situation in the coming years. This waiver will aid the enrollment of these historically underserved kids.

6. **How will you modify or enhance your strategies to ensure each students’ and communities’ individual and cultural needs are met?**

We have staff and Founders who have, or are currently fostering students or taking care of children that are not biologically theirs. We work with Jasper Mountain employees as well as the Special Education Director in the Lowell School District to create either an IEP or a 504 plan that will outline the support needed for each student. We offer Social Emotional support by providing a safe place to decompress or a listening ear and gentle guidance. We offer a place where harassment and bullying are not tolerated, which helps these kids maintain a positive attitude. We have transitioned over a dozen Jasper Mountain Students and other foster children through our program. We have also transitioned students who were the behavioral “high flyers” in area schools through our program without using exclusionary discipline. While a couple students were not successful after moving on from our program, we have an incredible success rate with our kids heading to high school.

7. **How are you collecting data on race, ethnicity, and native language?**
We collect this data at the beginning of the year with our enrollment paperwork. All families fill out the free and reduced lunch paperwork as well as our forms, requesting this information. This information is also processed by the State and included with our testing data.

8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in culturally responsive instruction?

We offer our staff an allotment of money for professional development. We train during in-service as well. Our Board also receives training each year at the OSBA conference as well as other trainings around the area. The OSBA conference specializes in trainings that teach about equity.

Data Collection

All charter schools with approved waivers will be required to report the impact of the waiver annually to the State Board. What is the charter school’s plan for collecting data on how the proposed waiver will impact students and the quality of education? The plan must minimally include disaggregated data by student demographics and stakeholder engagement.

An annual report will be submitted to the ODE showing the number of waivers used, with their demographics and comparing total school demographics.